Fall 2019 Quarterly Convening

DE Social and Emotional Learning Collaborative

#DEWholeChild

Delaware
Department of Education

Agenda

5 – 5:15 p.m. – Welcome Activity, Introductions, and Purpose

5:15 – 5:35 p.m. – Meet the Delaware Social and Emotional Learning Core Team

5:35 – 6:35 p.m. – Core Team Lessons Learned and Recommendations from Other States

6:35 – 6:55 p.m. – K-W-L Group Activity with Q&A

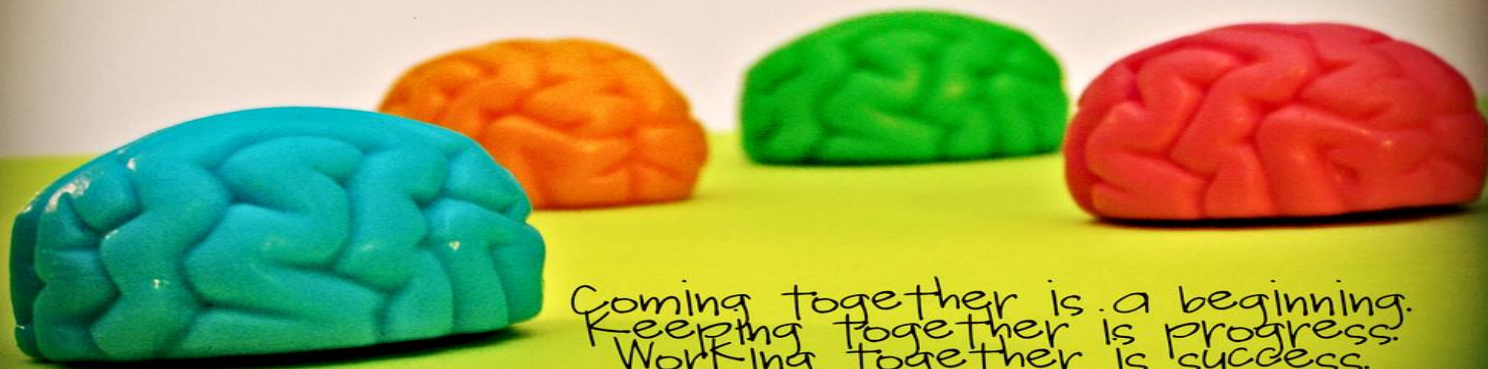6:55 - 7pm – Wrap Up and Next Steps

TEAMWORK

Coming together is a beginning.
Keeping together is progress.
Working together is success.

Henry Ford

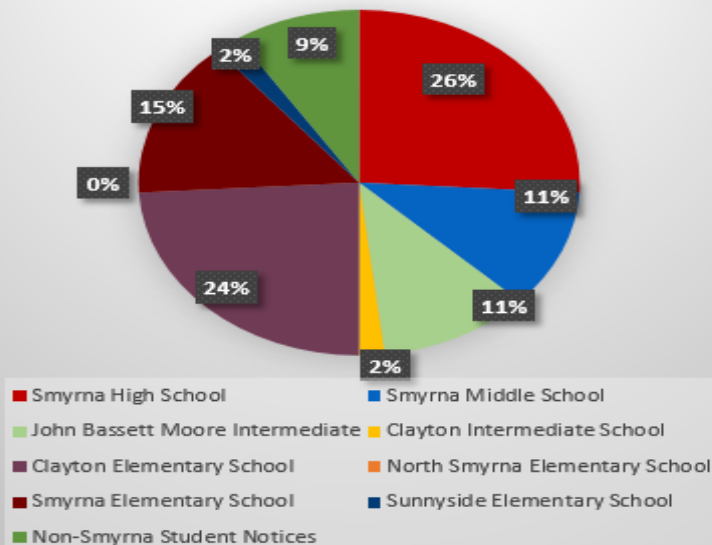venspired.com

Take Care Delaware (TCD) Pilot

Take Care DE – Smyrna School District Data

Summary

Total of 56 notices as of 10/25/19

Smyrna High	16
Smyrna Middle	6
JBM Intermediate	6
Clayton Intermediate	1
Clayton Elementary	13
North Smyrna Elementary	0
Smyrna Elementary	8
Sunnyside Elementary	1
Non-Smyrna Students	5

Take Care De Notices

- 26% Smyrna High School
- 11% Smyrna Middle School
- 11% John Bassett Moore Intermediate
- 2% Clayton Intermediate School
- 24% Clayton Elementary School
- 0% North Smyrna Elementary School
- 15% Smyrna Elementary School
- 2% Sunnyside Elementary School
- 9% Non-Smyrna Student Notices

Interventions

Student Number

Intervention	Value
Absent from School	7
No interventions needed	28
Sent to Other	5
Calming Corner	1
Sent to Nurse	3
Sent to Counselor	1
postponed homework	1
Postponed test	0
Provided Snack	5
Other	5

■ Column1

Others: allowing head to be down, taking nap, teacher was made aware by student he did not take medicine, teacher played with student at recess when she was withdrawn from friends, and teacher allowed student to be class helper that day, took walk with classmate upon request

SEL is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Delaware's Current SEL Goals

- **Define social and emotional learning (SEL), including common language, relationship to equity, and strategies for advancing statewide collaboration while preserving local flexibility.**

- **Develop communication strategy to facilitate stakeholder engagement, coalition building, and the exchange of information.**

- Create a developmental framework for social and emotional competencies based on sequential competencies, benchmarks, and indicators.

Walking the Talk

★ Design a framework for social and emotional competencies at the 2019 Summer Convening.

★ Support schools, districts, and out of school providers to pilot the framework.

★ **Facilitate professional learning and the integration of SEL within existing multi-tiered systems of supports.**

★ Create a state toolkit to provide resources for school leaders, staff, community partners, parents and students so we can join forces to advocate for conditions that foster SEL.

District Spotlight
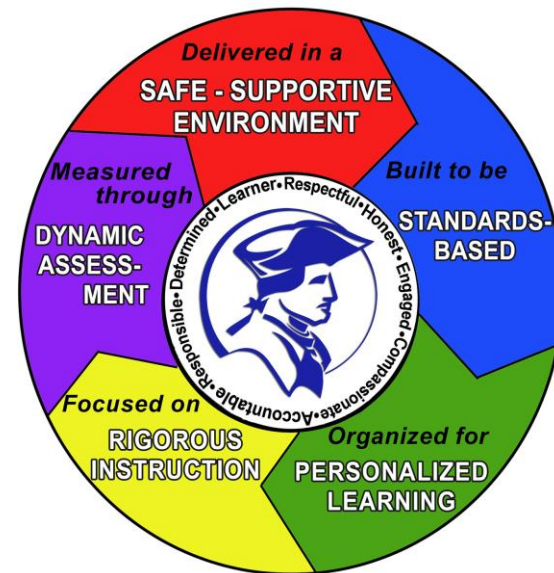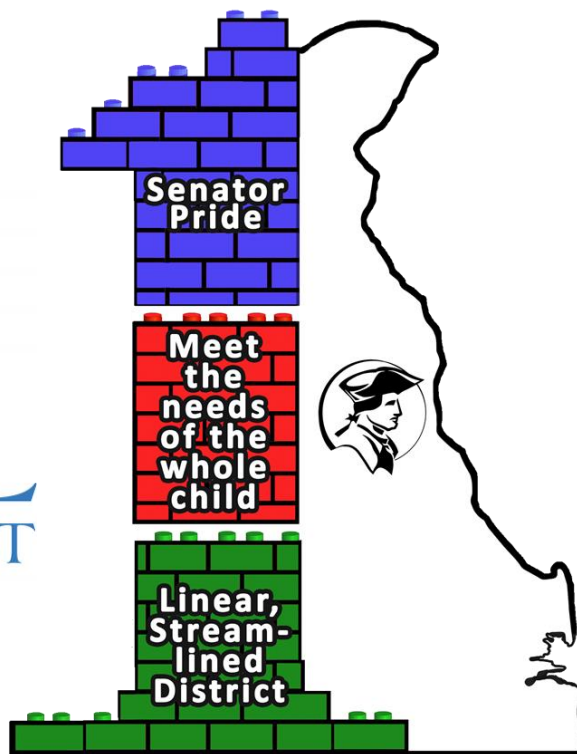
Capital – Focus on Universal SEL

- Supervisor of Instruction
- Multi-disciplinary SEL District Committee
- SEL Lessons Embedded into School Day
    - K-6: *Leader in Me*
    - 7-8: *Lion's Quest* and Self Determined Learning Model of Instruction
    - 9-12: *School Connect*
- SEL Focus during Instructional Rounds & Walkthroughs
- SEL Coach in 1 Elementary (pilot)

- Full-time LCSWs in EVERY School
- Team Problem Solving Meetings in EVERY school
- Project DelAWARE
  - Community Project Manager
  - Mental Health Professional
  - Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
  - Functional Family Therapy
  - Coaching & support for Tier II & III

The Journey to SEL Competencies

Comparing State SEL Competencies

Tennessee & Wisconsin
New York & Oakland School District

- Framing is very aligned with CASEL definition/competencies
- Organized by competency (i.e., self-awareness) and then by grade band
- Also includes strategies to support implementation
- Identifies and explains alignment to supporting issues/initiatives (trauma-informed care, equity, postsecondary, etc.)

Format	Language	Competencies	Application/ Strategies	Alignment with DE	Resources	References

Tennessee: Strengths

- Very well-organized and easy to navigate (see handout)
- Use of grade bands makes sense developmentally
- "Strategies" are helpful and relevant to what teachers are already doing, don't require purchasing new curriculum, etc.
- Explanations of intersections with other priorities is very strong (see example)

All Means All

Each student brings a unique mix of strengths and challenges to school, both academic and non-academic. While there is a great deal of importance placed on academic outcomes, research shows that non-academic factors have a critical role in student success. Tennessee's multi-tiered systems of support framework is an over-arching overview of practices, programs, and interventions that meet students' needs both within an individual classroom and across the school building. Multi-tiered systems of support incorporate strategies that teachers use to focus on the whole student and meet his or her needs in multiple areas to support them on their path to postsecondary success.

Social and personal competencies are a Tier I or universal strategy and an important component of the multi-tiered systems of support framework. The development of SPC addresses the needs of students to improve student capacity to engage in academic learning and prepares students to graduate high school and successfully transition to postsecondary.

- Terminology of "dimensions" is somewhat unclear/jargony
- Is there a rubric or range for showing mastery?
- There's a substantial leap between developmental indicators for 9-12 and those for adults (see example)

Grade Band	Developmental Indicators
9–12	• Identifies personal emotions as valid, regardless of how others expect them to feel • Describes the external event or thought that triggered an emotion • Recognizes how positive and negative expressions of emotions affect others • Acknowledges an emotion and determines the appropriate time and place to safely process it • Understands the effect of self-talk on emotions
Adult	• Identifies, recognizes, and names complex emotions in the moment • Recognizes the relationship between thoughts, feelings, and reactions to people • Recognizes the big picture in a complex situation • Recognizes personal, cultural, and linguistic assets

Wisconsin: General Overview

- Broad stakeholder input; relevant to Wisconsin; maintains a focus on equity for all
- Builds off of Wisconsin's model for Early Learning Standards; encompasses OST in development
- Also includes strategies to support implementation and action planning
- Identifies and explains alignment to supporting issues/initiatives (MTSS, PBIS, trauma-informed care, equity, postsecondary, etc.)
- SEL is listed under the Mental Health and Wellness Focus by the Wisconsin DPI
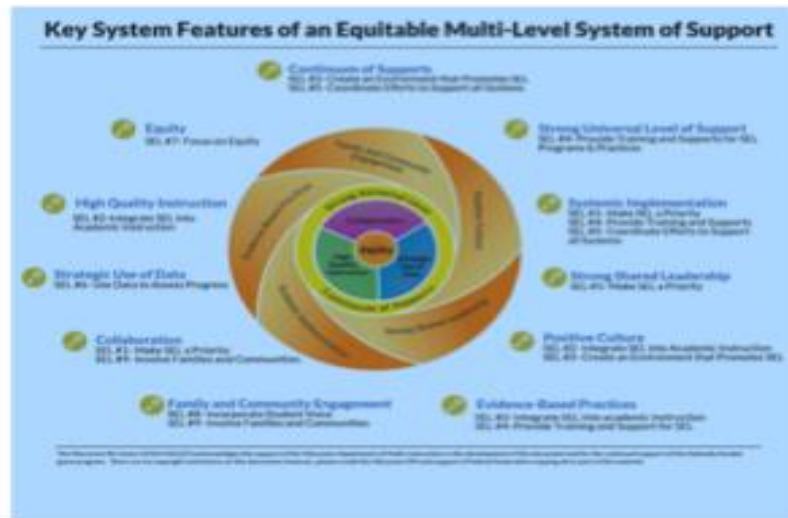
Key System Features of an Equitable Multi-Level System of Support

Format	Language	Competencies	Application / Strategies	Alignment with DE	Resources	References

Wisconsin: Strengths

- Uses grade bands K-Adult and has 24 competencies for each section

- Correlated with CASEL competencies

- Focuses on three domains: Emotional Development, Self-Concept, and Social Competence

- Flexible enough for each locality to customize it

- Include resources on Teacher practices that support SEL

- Online resources are well organized with links

•No rubrics or guide for mastery; however, it does explain the reasoning for not providing it

Teaching Practices that Support SEL

- Framing is aligned with CASEL definition/competencies around 3 central goals
- Organized by competency (i.e., self-awareness) and then by grade band
- Supporting document exists for:
  - Alignment to supporting issues/initiatives (MTSS, Equity, College & Career, etc.)
  - Implementation recommendations

SOCIAL EMOTIONAL LEARNING:

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

Format	Language	Competencies	Application / Strategies	Alignment with DE	Resources	References

New York: Strengths

- 3 overarching goals are clear and aligned to competencies
- Use of grade band breakouts make sense developmentally
- Resources website exists for content crosswalk samples submitted by districts
- References are clear & embedded within guidance document

Social Emotional Learning Activities and Teaching Practices

The following district examples provide crosswalks aligning social emotional learning core competencies, subject area standards, sample social emotional learning (SEL) activities, and general teaching practices.

English Language Arts

- Niskayuna Central School District, Grade 1 (214 KB)
  - Addresses Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-making
- Monticello Central School District, Grade 4 (212 KB)
  - Addresses Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-making
- New York City Department of Education in collaboration with Morningside Center for Teaching Social Responsibility, Grade 5 (235 KB)
  - Addresses Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-making
- New York City Department of Education in collaboration with Morningside Center for Teaching Social Responsibility, Grade 6 (236 KB)
  - Addresses Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-making
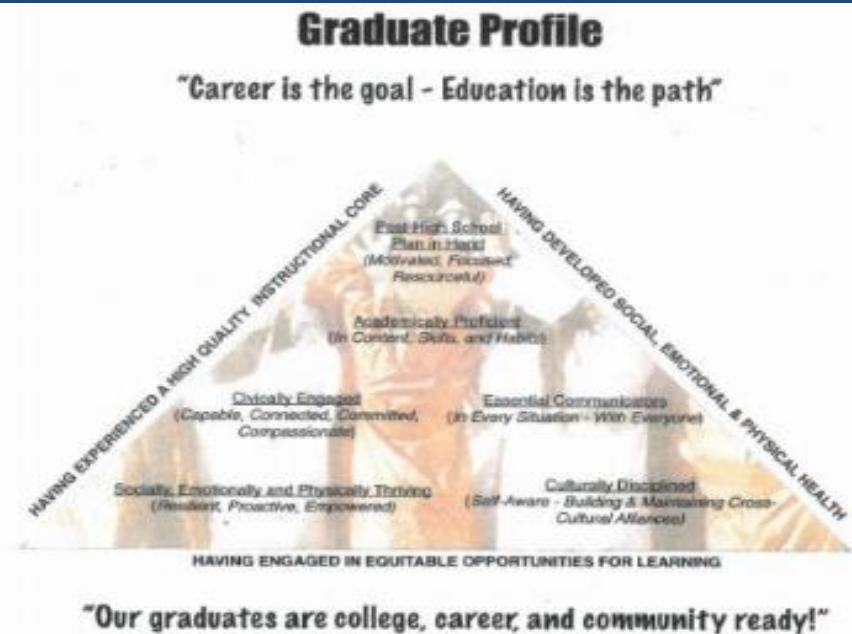
New York: Weaknesses and Opportunities

- Competencies are very broad without focus on specific skills
- No apparent rubric or range for showing mastery
- Resources are very text heavy and lack graphics

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A. Recognize the feelings and perspectives of others.	2A.1a. Recognize that others may experience situations differently from oneself. 2A.1b. Use listening skills to identify the feelings and perspectives of others.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. 2A.2b. Describe the expressed feelings and perspectives of others.	2A.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture. 2A.3b. Analyze how one's behavior may affect others.	2A.4a. Analyze similarities and differences between one's own and others' perspectives. 2A.4b. Use communication skills to gain understanding of others' feelings and perspectives.	2A.5a. Demonstrate how to express understanding of those who hold different opinions. 2A.5b. Demonstrate ways to express empathy for others.

Oakland Unified School District :

- Framing is aligned with CASEL definition and competencies; uniquely applies from PreK to Adult.
- Deeply committed to creating standards to reflect equity and to be college/career/community ready.
- Organized by the 5 competencies and then by grade bands through adult.
- Will include instructional strategies/approaches to support implementation and indicators of learning.
- Identifies and explains alignment to supporting initiatives (MTSS, PBIS, equity, trauma-informed care, postsecondary, etc.).
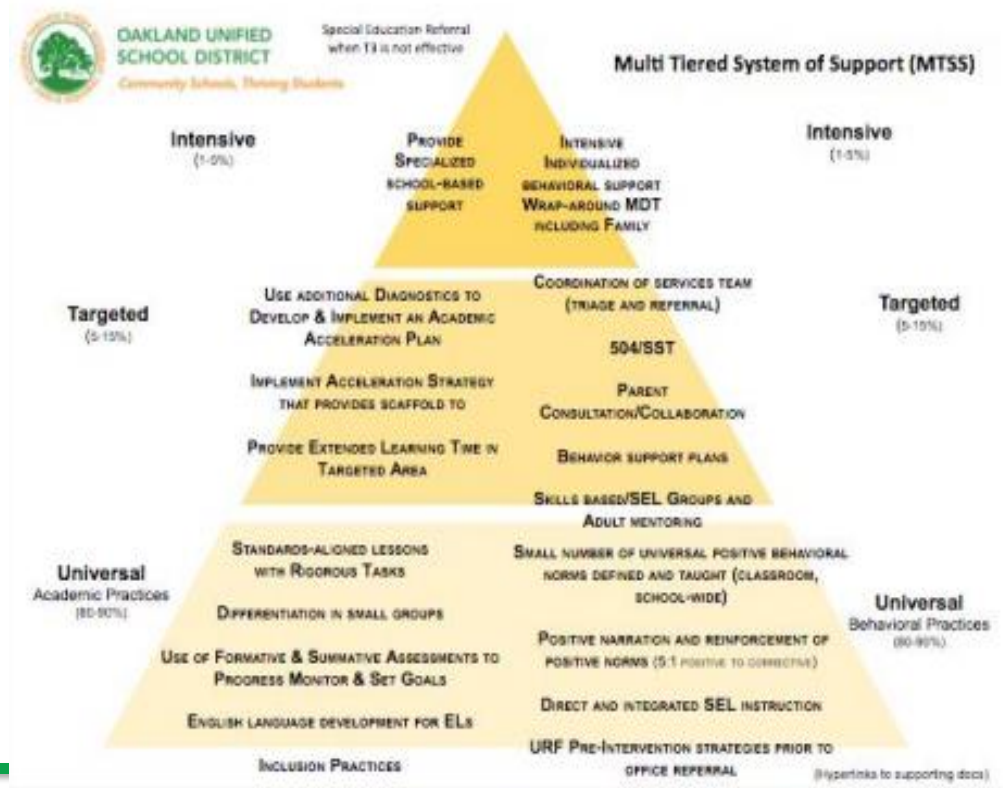

Graduate Profile

"Career is the goal – Education is the path"

"Our graduates are college, career, and community ready!"

Format	Language	Competencies	Application / Strategies	Alignment with DE	Resources	References

Oakland U.S.D. : Strengths

- Very well-organized and easy to navigate (see handout)
- Use of grade bands, builds on Pre-K Learning Developmental Foundations to Adult.
- MTSS for academic and behavioral practices are equally important
- "Everyone strengthens their social competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs and age."
- Goal oriented for College/Career/ Community Readiness
- Teacher, parent, community resources

- Have the Instructional Strategies/Approaches been completed?
- Where can we find an updated version of SEL Standards & Indicators continuum? (after 2013)
- Is there a rubric or range for showing mastery of Indicators?
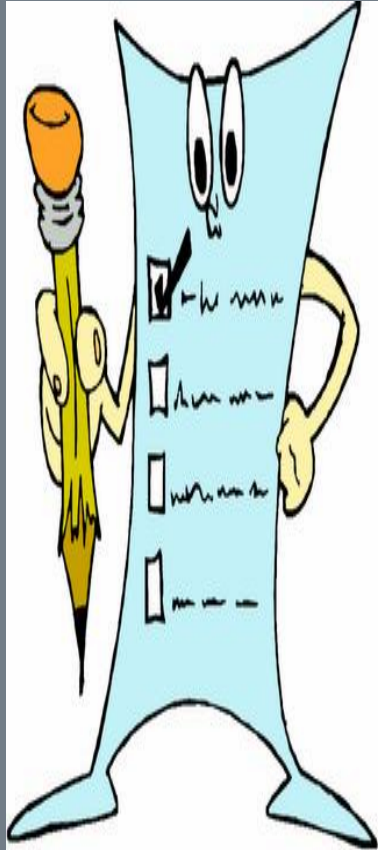- Have SEL Instructional Strategies/Approaches been integrated into academic curriculum?

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD SEL ANCHOR STANDARD 2 – SELF-MANAGEMENT

Develop and demonstrate self-management skills to:
- Regulate one's emotions and behaviors in contexts with people different than oneself
- Motivate oneself to set and achieve goals

EARLY ELEM
K-2

LEARNING STANDARD	EARLY ELEM K-2 INDICATORS	INSTRUCTIONAL STRATEGIES/APPROACHES
2A. Individual demonstrates the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways.	• Identifies, describes and demonstrates constructive ways to calm oneself in situations that cause upsetting emotions (e.g., being told "No", losing, being left out, frustration, being teased, embarrassment). • Practices strategies to manage and express emotions and impulses (e.g., walk away/remove oneself from a triggering event/reengaging with school work, I-Messages, self-talk).	•
2B. Individual demonstrates the skills to set, monitor, adapt, achieve, and evaluate goals.	• Identifies a goal (wish, dream). • Identifies the steps needed to perform routine tasks or accomplish goals (for academic and personal success as well as classroom behavior). • Describes something they have accomplished, such as a goal. • Develops understanding of importance of organizational skills.	•

AUGUST 2013

OUSD SOCIAL AND EMOTIONAL LEARNING STANDARDS

Page 10 / 38

K-W-L Group Activity

To Do List

THANK YOU!